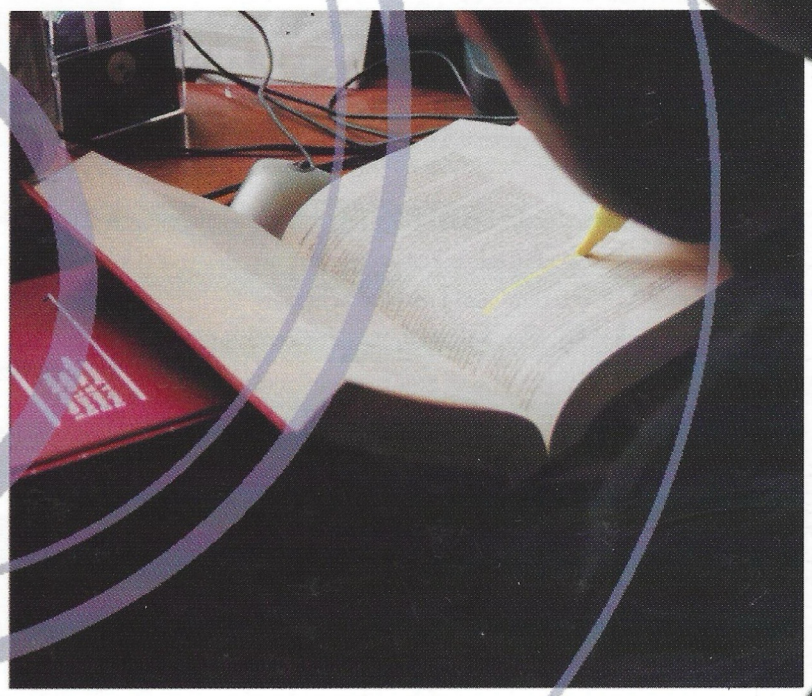
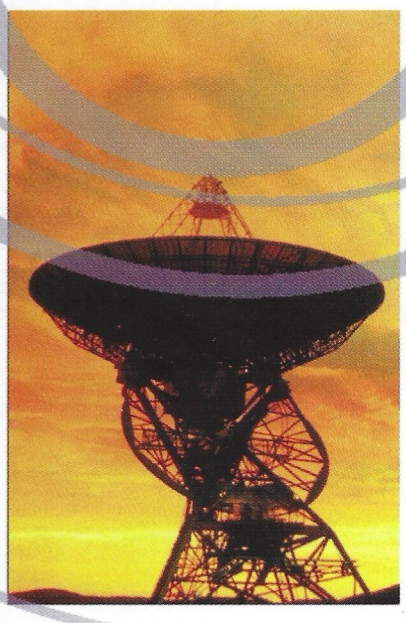
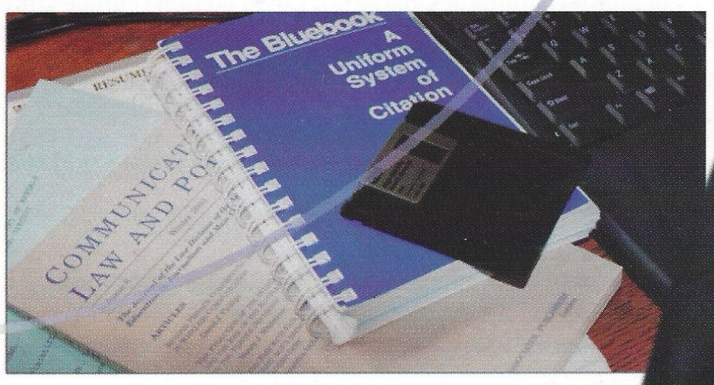
college media
REVIEW
THE FLAGSHIP PUBLICATION OF COLLEGE MEDIA ADVISERS, INC. · SUMMER 2003 · VOL. 41, NO. 3

New Possibilities for College Webcasters:

The evolution of copyright royalty policy







PLUS: Dressing for success in television • Making your newspaper credible • Online news research • and a redesigned refereed section

A new CMR: But still your trusted source of information

CMR is undergoing a makeover. You may already have noticed some of the changes in this issue. In future issues you will see more.

The idea is to serve you, the CMA member, better. Today's advisers need a lot of information about the concerns specific to college media advising, and CMR intends to bring you that information. A lot of the information will be practical help, packaged to be useful to a busy adviser. Some of it will be theoretical, because you need to know that too.

Whenever possible, we will use lists and sidebars and other layout tools to make the information easily accessible to you, the reader.

Starting with this issue, CMR's refereed articles get their own section of the magazine. This section will be clearly delineated by a black bar on the page edges that will make the section easy to find.

The overall goal is to make CMR an absolutely indispensable tool for today's media advisers.

To accomplish that goal, I need your input. Tell me what you want to read about. Tell me what you need to know. Suggest articles you could write for CMR. Tell me how CMR's design could serve you better.

E-mail me at pparish@lsu.edu, call, write or catch me in Dallas.

* * * * *

This is my first issue as CMR editor, following Ken Rosenauer's long stewardship of the magazine. For the past six years, Ken gathered and processed the information to keep CMA members informed. Ken, of Missouri Western State University, is part of a line of dedicated editors of CMR and its predecessor, College Press Review. Previous long-term editors include Wayne Maikranz (University of North Carolina at Charlotte), David Nelson (Purdue University and Southwest Texas State University), David Knott (Ball State University), John Windhauser (Louisiana State University) and Arthur Sanderson (University of South Florida).

My thanks to all of them for their great contributions to the world of advising and to the heritage of College Media Review.

Pat Parish

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Any writer submitting articles must follow the Writers Guidelines included on page 31.

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CMR college media REVIEW

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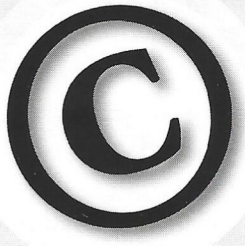
New Possibilities for College Webcasters:

The Evolution of Copyright Royalty Policy

By JOEL R. WILLER



The popularity of the Internet has benefited college broadcasters, through Webcasting, by providing the means to further distribute programming intended for otherwise underserved audiences. Webcasting removes the geographic boundaries imposed by an educational radio station's terrestrial radiofrequency transmission, allowing a greater audience to experience each noncommercial station's programming. In the case of a campus unable to acquire a broadcast frequency, Webcasting becomes a viable primary outlet for student creativity.

Just as student broadcasters began to embrace the new technology of Webcasting in the mid- to late-1990s, the legal reality of copyright licensing for the use of recorded intellectual property arose as a spoiler. As lawmakers, regulators, the recording industry, and Webcasters struggled to deal with the issues of this nascent technology, pioneer and potential college Webcasters were often silenced by fear of daunting regulations and unknown financial liabilities.

Recent developments regarding royalty administration open new possibilities for college Webcasters – making the environment for existing services more secure, potentially allowing many former college Webcasters to return, and enabling new services to begin. Additional issues will need further attention as Webcasting, hopefully, continues to mature.

Joel Willer

is a tenured assistant professor of mass communications at the University of Louisiana at Monroe. At ULM since 1984, Mr. Willer has been the faculty supervisor of student-staffed radio station KXUL since 1985. He participated on the team representing noncommercial entities in Webcasting royalty negotiations with the Recording Industry Association of America, as authorized by Congress in the Small Webcaster Settlement Act. Mr. Willer has also worked extensively to influence Webcasting royalty policy, including authoring written testimony to the U.S. Senate Committee on the Judiciary; written comments to the House Committee on the Judiciary, Subcommittee on Courts, the Internet, and Intellectual Property; lobbying visits to the offices of several members of both houses of Congress; multiple written filings to the Copyright Office of the U.S. Library of Congress; an appearance at a roundtable hearing conducted by the Copyright Office and at a subsequent status conference; and a written sworn declaration for a case before the U.S. Court of Appeals, D.C. Circuit. He can be reached at willer@kxul.com.

THE STATUTORY BACKGROUND

The copyright law of the United States is intended to give the owners of intellectual works the exclusive right to authorize others to reproduce, distribute, or publicly perform their protected property. Section 102 of the Copyright Act of 1976 creates a number of classifications of material entitled to copyright protection. Two of these categories are relevant to Webcasters: "musical works" (17 U.S.C. § 102(2)) and "sound recordings" (17 U.S.C. § 102(7)). A "sound recording" is the "fixation of a series of musical, spoken, or other sounds, ... regardless of the nature of the material objects, such as disks, tapes, or other phonorecords, in which they are embodied" (17 U.S.C. § 101), while a "musical work" is the underlying composition – the musical notes and arrangement – and any accompanying lyrics.

These two separate legal rights must be clearly distinguished: (1) ownership of the basic *musical work*, with royalties for performances paid to song composers, lyricists, and publishers; and (2) ownership of the *sound recording* of that musical work, with royalties for performances paid to performing artists, musicians, and recording companies.

Broadcasters are most familiar with the payment of royalties for the public performance of musical works. Noncommercial over-the-air broadcasters are accustomed to annual compulsory statutory license fees for musical works, provided for under Section 118 of the Copyright Act, paid to performance rights societies that include the American Society of Composers, Authors and Publishers (ASCAP); Broadcast Music, Inc. (BMI); and SESAC, Inc. Educational institutions also typically acquire licenses from the rights societies for the public performance of musical works in the various venues on their campuses.

However, until recent years, sound recordings have not had any performance right under U.S. copyright law. Congress first recognized a limited performance right in sound recordings when it enacted the Digital Performance Right in Sound Recordings Act of 1995 (DPRA). This legal right applies only to the digital transmission of sound recordings, and thus has no impact on analog transmissions like existing over-the-air broadcasts. As an aside, also specifically exempted from sound recording performance royalty obligations by DPRA were anticipated terrestrial digital broadcast transmissions, now variously referred to as In-Band/On-Channel (IBOC), Digital Audio Broadcasting (DAB), or the trademarked name "HD Radio" (17 U.S.C § 114(d)(1)(A), as amended by DPRA § 3.).

DPRA additionally established a compulsory statutory license for digital subscription transmission services, such as cable and satellite music channels. With a statutory license, a transmission service does not need to individually negotiate for permission from each copyright owner, but may perform any and all protected works by paying a royalty fee established under the law. This new statutory license was only to be available to non-interactive services; interactive services would continue to be required to acquire licenses directly from copyright owners. Less clear under DPRA was the standing of non-subscription, non-interactive services such as most Webcasts.

Congress extended, through the Digital Millennium Copyright Act of 1998 (DMCA), the statutory sound recording performance license to non-subscription, non-interactive transmissions – which includes the majority of Webcasts – thereby eliminating most confusion. However, several broadcasters contend that, even under DMCA, simultaneous Internet retransmissions of over-the-air broadcast programming are exempt from the digital sound recording performance right. This issue currently remains under appeal to the Third Circuit Court of Appeals (*Bonneville Int'l Corp. v. Peters*).

ARBITRATION OF THE STATUTORY ROYALTY

The statute allows for the voluntary negotiation, by copyright owners and services performing works, of rates and terms of royalty payments for non-subscription, non-interactive performances of sound recordings (17 U.S.C. § 114(f)(2)(A)). In the absence of such negotiated license agreements, provision is made for the Librarian of Congress to convene a Copyright Arbitration Royalty Panel (CARP), to establish statutory rates available to the various types of transmission services (17 U.S.C. § 114(f)(2)(B)). This process is intended to occur at two-year intervals, but in the

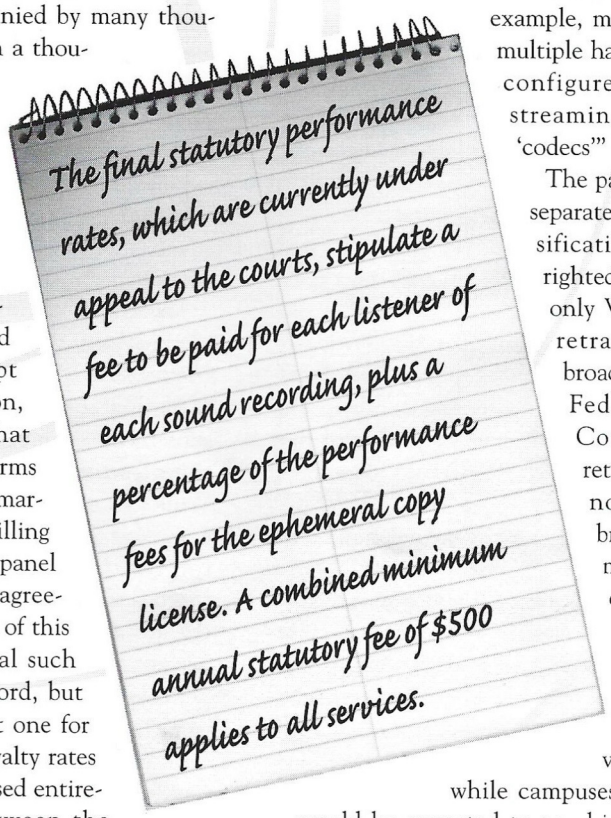
case of the first two licensing periods under DMCA the Librarian consolidated the trial-like arbitration into a single proceeding (65 Fed. Reg. 77394). Therefore, the initial arbitration would determine statutory rates spanning the period from October 28, 1998, through December 31, 2002.

Notices of intent to participate in the 1998-2002 arbitration were initially filed by some 152 entities. Only a very small number – comprised exclusively of large broadcasters, large Webcasters, and representatives of copyright owners – ultimately presented evidence in the lengthy, multi-million-dollar arbitration hearings. The written transcript of the hearings approached 15,000 pages, accompanied by many thousands of pages of exhibits and more than a thousand pages of post-hearing submissions (CARP Report, p. 18). The statute requires that all participants share equally in the costs of the CARP; therefore, smaller entities clearly were not able to afford to take part in the expensive arbitration.

Congress stipulated that CARP, comprised of three professional arbitrators paid by arbitration participants, must adopt rates and terms for the non-subscription, non-interactive performance license that "most clearly represent the rates and terms that would have been negotiated in the marketplace between a willing buyer and a willing seller" (17 U.S.C. § 114(f)(2)(B)). The panel determined that voluntarily negotiated agreements would provide the best benchmark of this standard (CARP Report, p. 43). Several such agreements were part of the CARP record, but the arbitrators ultimately rejected all but one for their use in determining the statutory royalty rates and terms. CARP's determination was based entirely on a single agreement reached between the Recording Industry Association of America (RIAA) and Yahoo!, Inc., at that time one of the nation's largest commercial Webcasters (p. 74).

College Webcasters not affiliated with National Public Radio or funded by the Corporation for Public Broadcasting had no representation in the arbitration. Only NPR and the National Religious Broadcasters Music License Committee (NRBMLC) represented noncommercial Webcasters in the arbitration; the panel lamented the lack of information regarding other noncommercial services, such as college Webcasters, not affiliated with these groups: "Unfortunately, determination of the willing buyer/willing seller fees for non-CPB affiliated, non-commercial radio stations ('non-CPB broadcasters') presents an extraordinary challenge. Despite admonitions to all counsel from the Panel as early as September 7, 2001 (well prior to the rebuttal phase), the record remains virtually barren respecting such broadcasters. The record tells little about those non-CPB broadcasters that are represented by the NRBMLC, and virtually nothing about those that are not" (pp. 89-90).

The role of CARP was actually to determine rates for two separate uses of copyrighted sound recordings. First is the basic public performance use protected under Section 114 of the amended Copyright Act, and second is the right to make "ephemeral" copies of digital recordings under Section 112. Ephemeral copies refer to "temporary copies of sound recordings made to enable or facilitate the digital transmission of such recordings. These may include, for example, multiple copies made to sit on multiple hard drives or servers, or copies configured differently to facilitate streaming at different bitrates and 'codecs'" (p. 96).


The final statutory performance rates, which are currently under appeal to the courts, stipulate a fee to be paid for each listener of each sound recording, plus a percentage of the performance fees for the ephemeral copy license. A combined minimum annual statutory fee of $500 applies to all services.

The panel ultimately recommended separate rate structures for three classifications of services using copyrighted sound recordings: Internet-only Webcasting services, Internet retransmissions of commercial broadcast stations licensed by the Federal Communications Commission, and Internet retransmissions of FCC-licensed non-CPB noncommercial broadcast stations. This determination created a curious divide between services of various educational institutions, because some schools would qualify for a lower noncommercial rate by virtue of their FCC licenses, while campuses without broadcast licenses would be expected to pay higher rates also applicable to commercial Webcasting services.

The Librarian of Congress, based upon a recommendation of the Register of Copyrights citing legal technicalities, eventually rejected the panel's determination. The Librarian issued his own substitute determination, published July 8, 2002, somewhat modifying the recommendation of CARP by removing the distinction between Internet-only services and commercial broadcast stations and by slightly adjusting other rates (67 Fed. Reg. 45239). However, the disparity between the FCC-licensed and the unlicensed services of educational institutions remained.

The final statutory performance rates, which are currently under appeal to the courts, stipulate a fee to be paid for each listener of each sound recording, listed in **Table A**, plus a percentage of the performance fees for the ephemeral copy license. A combined minimum annual statutory fee of $500 applies to all services.

TABLE A: Statutory Webcasting Royalty Fees

The Librarian of Congress' Determination of Statutory Webcasting Royalty Rates for October 28, 1998 - December 31, 2002

Type of DMCA-Compliant Service	Section 114 Performance Fee (per performance)	Section 112 Ephemeral Fee
Internet-only transmissions and simultaneous retransmission of over-the-air commercial AM or FM radio broadcasts.	0.07¢	8.8% of Performance Fee
Simultaneous retransmission of over-the-air noncommercial AM or FM radio broadcasts, archived programming, and up to two side channels by a noncommercial broadcaster not receiving funding from the Corporation for Public Broadcasting.	0.02¢	
Transmission of any other side channels by a non-CPB, noncommercial broadcaster.	0.07¢	
Combined minimum annual fee.	$500 for each licensee	

On November 20, 2002, the Librarian solicited notices of intent to participate in a CARP proceeding to adjust the rates and terms for the period 2003-2004 (67 Fed. Reg. 70093). Because of progress toward voluntary agreements, the arbitration proceedings for commercial services were temporarily stayed by the Register of Copyrights in May of 2003, pending final action on the various proposed settlements; however, in an order released July 8, 2003, the Register announced that commercial Webcasting arbitration was likely to resume and that direct cases were expected to be due during the month of September. On June 16, 2003, the RIAA likewise petitioned the Librarian for, and was granted, a stay of the noncommercial portion of CARP due to an imminent voluntary settlement for those services. As of this writing, that stay for noncommercial Webcasting arbitration continues in effect.

RECORDKEEPING

The statute requires the Copyright Office to establish rules for services to report to copyright owners performances of sound recordings. This rulemaking proceeding is distinct in the law from the arbitration discussed above. On February 7, 2002, the Office issued a notice of proposed rulemaking specifying recordkeeping requirements (67 Fed. Reg. 5761). The proposed regulations would require that Webcasters report dozens of items of information for every recording performed. More than 39 sets of initial comments were filed as a result of this notice, followed by 23 sets of reply comments, an all-day public roundtable to discuss the matter was conducted on May 10, 2002, and a recordkeeping status conference was held on July 15, 2002.

Beyond the *contents* of these reports of use, the *format* of reports is also an issue yet to be fully addressed – including whether reports will be required to be made in an electronic format, as opposed to written hard-copy recordkeeping. Comments on this additional issue were filed with the Copyright Office in September of 2002, with a status conference following on October 8, 2002.

Response from college, religious and commercial Webcasters to the proposed recordkeeping regulations has been overwhelmingly negative. The recordkeeping requirements were believed to be prohibitively oppressive for college Webcasters because of the diverse programming, educational mission, and organizational structure of student-operated stations. As a result of the threat of this burden many college stations ceased Webcasting or stalled plans to initiate Webcasts – regardless of any concern vis-à-vis accompanying statutory royalty rates.

The Office has thus far not taken final action on recordkeeping regulations, but has indicated that the eventual reporting requirements will be significantly reduced from the initial proposal. The Copyright Office Web site lists "likely" interim recordkeeping requirements for sound recording performances as:

1. the featured recording artist;
2. the sound recording title;
3. the name of the record album containing the sound recording, if in the possession of the service, or supplied to the service, at or before the time of the performance;
4. the marketing label of the sound recording, if in the possession of the service, or supplied to the service, at or before the time of the performance; and
5. the total number of performances of the sound recording during the relevant reporting period (Copyright Office Web site, July 2003).

These interim regulations are anticipated to require electronic reporting for only a sampling of sound recording performances each calendar quarter, rather than the comprehensive census recordkeeping initially proposed. These interim requirements are likely to be transitory, with later final regulations expected to be more comprehensive. The Office has not stated when a decision concerning recordkeeping rules might be announced.

AN ALTERNATIVE TO THE STATUTORY ROYALTY

Noncommercial and small commercial Webcasters who were not able to participate in the first CARP process successfully lobbied Congress for relief from the statutory royalty rates established by the Librarian, in the form of the Small Webcasters Settlement Act of 2002 (SWSA). SWSA established, among other provisions, a six-month moratorium, until June 20, 2003, for noncommercial Webcaster royalty fee pay-

ments due from October 28, 1998 through May 31, 2003 (SWSA § 3.(a)(1)).

An additional major proviso of SWSA was the authorization for noncommercial Webcasters and SoundExchange, an unincorporated licensing division of the RIAA, to enter into negotiated agreements that would be binding on all copyright owners of sound recordings (17 U.S.C. § 114(f)(5)(A), as amended by SWSA § 4.). Such negotiated agreements would be permitted for the entire period beginning on October 28, 1998, and ending on December 31, 2004; therefore, any negotiated agreement could be optionally used by a Webcaster instead of statutory royalty rates previously determined by the Librarian, as well as for the period going forward.

A further boon for certain college stations is SWSA's definition of noncommercial Webcasters to include any service that:

1. is exempt from taxation under Section 501 of the Internal Revenue Code of 1986 (26 U.S.C. § 501);
2. has applied in good faith to the Internal Revenue Service for exemption from taxation under Section 501 of the Internal Revenue Code and has a reasonable expectation that such exemption will be granted; or
3. is operated by a state or possession or any governmental entity or subordinate thereof, or by the United States or District of Columbia, for exclusively public purposes (17 U.S.C. § 114(f)(5)(E)(i), as amended by SWSA § 4.).

This definition would allow for a negotiated royalty rate scheme uniform for virtually all types of college Webcasters, unlike the previous Librarian's determination. With a noncommercial agreement negotiated under SWSA, no longer might a qualifying college Webcaster be forced to pay commercial rates merely by virtue of its lack of an FCC license.

The authority for noncommercial negotiations granted by SWSA expired on May 31, 2003 (17 U.S.C. § 114(f)(5)(F), as amended by SWSA § 4.). SoundExchange, because of a concern for establishing a low rate precedent, did not actively bargain with representatives of noncommercial Webcasters until negotiations were completed with small commercial Webcasters under an earlier SWSA deadline, and with other commercial services preparing for the pending CARP process. Within mere hours of the statutory deadline, an SWSA agreement was reached between SoundExchange and a group of membership organizations representing noncommercial Webcasters, including the American Council on Education (ACE), Collegiate Broadcasters, Inc. (CBI), the Intercollegiate Broadcasting System (IBS), and the National Religious Broadcasters Music License Committee (NRBMLC) (68 Fed. Reg. 35008).

The negotiated noncommercial agreement largely replaces the per-performance statutory payments with annual blanket fees. This settlement also further subdivides noncommercial Webcasters into three categories: (1) a Noncommercial Educational Entity (NEE) transmitting a single channel, (2) any other noncommercial Webcaster transmitting a single channel, and (3) a noncommercial Webcaster transmitting multiple channels.

Performance royalties and ephemeral copy fees for each of the years 1998 through 2003, under the negotiated agreement, are combined into a single blanket fee, listed in **Table B**. For

TABLE B: SWSA Noncommercial Webcasting Minimum Royalty Fees

Licensing Period	Noncommercial Educational Entity[1] (Single Channel)	Other Noncommercial Webcaster (Single Channel)		Noncommercial Webcaster (Multiple Channels)[2]	Recordkeeping Fee (All Webcasters)
		All news, talk, sports, or business	Music/Mixed		
Oct. 28, 1998 - Dec. 31, 1999	$200	$200	$200	$500	–
2000	$250	$250	$250	$500	–
2001	$250	$250	$300	$500	–
2002	$250	$250	$350	$500	–
2003	$250	$250	$400	$500	$50
2004[3]	$250/$500[4]	$250	$500	$500	$25

[1] A Noncommercial Educational Entity is defined as "a Noncommercial Webcaster that is directly operated by, or is affiliated with and officially sanctioned by, and the digital audio transmission operations of which are, during the course of the year, staffed substantially by students enrolled at, a domestically accredited primary or secondary school, college, university or other post-secondary degree-granting educational institution, but that is not a 'public broadcasting entity' (as defined in 17 U.S.C. 118(g)) qualified to receive funding from the Corporation for Public Broadcasting pursuant to the criteria set forth in 47 U.S.C. 396."

[2] Archived programming that complies with the conditions in 17 U.S.C. §§ 114(d)(2)(C)(iii)(I) and (II) is not considered a separate channel. If substantially all programming on all channels is news, talk, sports, or business, the fee for each year is $250. See the Federal Register for additional conditions and limitations.

[3] An additional Usage Fee is due any month the Webcaster's average audience exceeds 200 simultaneous listeners (146,000 Aggregate Tuning Hours).

[4] An NEE affiliated with an educational institution with fewer than 10,000 enrolled students will pay $250;, with 10,000 students or more the fee is $500.

the calendar year 2004, an NEE Webcaster affiliated with an institution with fewer than 10,000 enrolled students will pay $250, while an NEE at an institution with 10,000 or more students will pay $500. Also in 2004, an additional Usage Fee applies to any Webcaster for any month with more than 146,000 Aggregate Tuning Hours (ATH), which equates to an audience exceeding an average of 200 simultaneous listeners. The term "Aggregate Tuning Hours" means the total hours of programming transmitted during the relevant period to all listeners within the United States, less the actual running time of any sound recordings which do not require a license or for which the Noncommercial Webcaster has obtained a direct license from the copyright owner. The Webcaster has the option of electing Usage Fees based either on individual performances or on Aggregate Tuning Hours, as listed in **Table C**, for any listening in excess of the ATH threshold explained above. Most, if not all, college Webcasters should qualify for the minimum fee in 2004.

Any Webcaster transmitting multiple channels should refer directly to the Federal Register notice or confer with legal counsel regarding additional stipulations under the agreement. A channel that makes only incidental use of sound recordings – such as one comprised entirely of sports play-by-play broadcasts – is not considered an additional channel under this agreement.

TABLE C: Webcasting Usage Fees

SWSA 2004 Noncommercial Webcasting Usage Fees for Monthly Listening in Excess of 146,000 ATH

Per Performance		$0.0002176 (0.02176¢)
Per "Aggregate Tuning Hour"	All news, sports, talk, or business	$0.0002 (0.02¢)
	Music/Mixed	$0.00251 (0.251¢)

Webcasters electing the terms of the negotiated agreement will not be required to perform recordkeeping for their use of sound recordings, which removes a major obstacle for many college stations. Instead, those entities electing the SWSA noncommercial terms must pay additional fees in the years 2003 and 2004 intended to facilitate SoundExchange's ability to collect or otherwise acquire substitute data on which to base distributions of fees to copyright owners and performers. Annual fees for each of 2003 and 2004 must be accompanied by an additional payment of $50 in 2003 and $25 in 2004 in lieu of any reports of use of sound recordings.

The noncommercial organizations negotiating the SWSA agreement also committed to designating a task force to work with SoundExchange to determine appropriate recordkeeping measures for future reports, anticipated to be required beginning in the year 2005.

DEADLINE FOR ELECTING TO USE THE ALTERNATIVE RATES

Webcasters have the option of paying either the statutory royalty rates established by the Librarian or the alternative rates negotiated under SWSA. College Webcasters in the vast majority of circumstances should benefit from electing the alternative rates and terms that in most cases will require lower payments and should alleviate any concern regarding recordkeeping. A Webcaster electing the negotiated rates must file with SoundExchange an election form available at http://www.soundexchange.com. Once a Webcaster elects the alternative rates it cannot later opt out of the agreement.

SWSA stipulates that the notice of election for existing services must be filed within 30 days of the date when the agreement was published in the Federal Register, which in this case would establish July 11, 2003 as the filing deadline. However, the negotiated agreement, anticipating the unique circumstance presented by academic calendars, specified an extended deadline of October 15, 2003 for existing NEE Webcasters. A noncommercial Webcaster that has not previously Webcast must make its election within 45 days following the month in which it first begins Webcasting. A Webcaster that fails to make a timely election of the alternative agreement must pay royalties at the statutory rate.

Each noncommercial Webcaster must additionally file an "Intitial Notice of Digital Transmission of Sound Recordings under Statutory License" with the Copyright Office. A suggested format for this notice can be found at the Copyright Office Web site at http://www.loc.gov/copyright/licensing/notice.pdf. The Initial Notice form must be accompanied by a $20 check, made payable to the Register of Copyrights.

PAYMENT OF THE ALTERNATIVE ROYALTIES

Payments of the SWSA alternative annual and recordkeeping fees for existing noncommercial services Webcasting for any or all of the period from October 28, 1998 through December 31, 2003 will be due to SoundExchange by October 15, 2003. These fees are nonrefundable. If a station opts into the negotiated settlement, any statutory royalty payments made to SoundExchange prior to an election of these alternative rates will be credited to this agreement.

A noncommercial Webcaster that has not previously made transmissions must pay the annual and recordkeeping fees within 45 days following the month in which it first begins Webcasting – the same deadline by which such a station must formally elect the terms of this agreement.

Annual and recordkeeping fees for the year 2004 will be due by January 31, 2004. Usage Fees, if any, must be paid within 45 days following the month in which the liability accrues.

All payments must be accompanied by a statement of account, which is available at the SoundExchange Web site at http://www.soundexchange.com.

CONTENT RESTRICTIONS

DMCA enacted several limitations on programming transmitted under the terms of the statutory license, and the antitrust exemption provided by SWSA to SoundExchange for the negotiation of alternative agreements did not allow for the relaxation of these requirements; therefore, Webcasters must abide by the statutory content restrictions regardless of whether they operate under the statutory license or the alternative SWSA license.

Webcasting services under these licenses cannot be interactive. Accepting a listener request, as is typical of many radio stations, does not necessarily make a service interactive. The statute only prohibits programming consisting substantially of sound recordings performed within one hour of the request – such as some all-request programs – or playing a request at a time designated by either the listener or broadcaster (17 U.S.C. § 114(j)(7)).

Programming must not exceed the "sound recording performance complement," which means that in a three-hour period a Webcaster can transmit no more than: (1) three songs from one album or compact disc, if no more than two of these are played in a row; or (2) four songs by the same featured artist or from the same box set, if no more than three of these are played in a row (17 U.S.C. § 114(j)(13)).

Advance announcements or program schedules listing the titles of specific sound recordings, album titles, or names of featured recording artists are prohibited, with limited exceptions; however, a general announcement that a featured artist will be played at an unspecified future time is permitted (17 U.S.C. § 114(d)(2)(C)(ii)).

The Webcaster must provide a text display for the receiving device, at the time the sound recording is performed, of the title of the sound recording, the album title, and the name of the featured recording artist (17 U.S.C. § 114(d)(2)(C)(ix)).

Archived programming of less than five hours in length is not permitted, and archived programming cannot be made available for a period exceeding two weeks. Looped programming cannot be less than three hours in duration. An identifiable program that plays songs in a predetermined order cannot be repeated more than three times in any two-week period if the program is less than one hour in duration, or cannot be repeated more than four times in a two week period if the program is one hour or more in duration (17 U.S.C. § 114(d)(2)(C)(iii)).

Additional restrictions are less likely to significantly affect college Webcasters, but should be reviewed in Title 17 of the U.S. Code, Section 114(d)(2)(C).

WEBCASTING ROYALTIES AND PERFORMANCE RIGHTS SOCIETIES

Aside from the rights to perform sound recordings, Webcasters must also consider the need to acquire rights to perform the underlying musical works. No court or Copyright Office proceeding has yet ruled on the applicability of existing musical work copyright regulations to Internet retransmissions of broadcast stations that have already acquired blanket licenses from ASCAP, BMI, and SESAC; however, stations and the performance rights societies have generally assumed that additional licenses should apply to these retransmissions. Internet-only transmissions certainly need to acquire licenses for performing musical works.

Fortunately for most college Webcasters, the American Counsel on Education has negotiated model agreements with ASCAP and BMI that incorporate Webcasting royalties in the overall campus blanket licenses, with Webcasting included within the basic fee for the campus license. These model agreements have taken effect with the 2003 calendar year. College Webcasters should confer with their appropriate campus department to ensure the suitable version of the campus agreement has been executed.

SESAC offers a performance license for college and university networks, which requires a fee in addition to any royalty that might have been paid for an over-the-air station. The analysis of this agreement is beyond the scope of this article, and each college Webcaster should review the contract's terms and conditions with appropriate legal counsel.

CONCLUSION

The alternative copyright royalty rates and terms provided by the SWSA noncommercial agreement should allow college Webcasting to continue to expand. This agreement serves only temporarily, until the end of the calendar year 2004, and Webcasters will need a reasonable royalty scheme in upcoming years for these vulnerable services. Congress has already begun work on CARP reform that will be necessary to ensure college Webcasters will be more able to fairly participate in future statutory royalty determinations. Webcasters must remain vigilant to ensure their opportunities are protected.

The Internet began, in part, to support education; the continuing use of the Internet by noncommercial educational Webcasters respects that tradition. The complex issue of copyright licensing has the very real potential to quell an important learning experience for students, and to silence diverse voices adding texture to the significant technological contrivance that is the Internet. The short history of Internet copyright royalty policy demonstrates that student/educator activists can positively affect their own futures.

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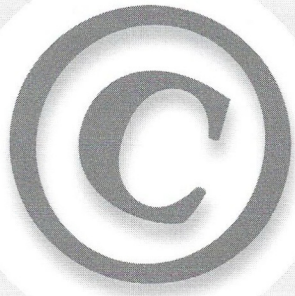
Small Webcaster Settlement Act of 2002, Pub. L. No. 107-321, 116 Stat. 2780 (December 4, 2002).



Dressing for success in the television world

By DANA ROSENGARD

The power of the picture is well documented. In television news, the reporter is part of the image viewers judge in their homes, and what they wear contributes to how they are perceived. It is particularly important that your students learn to dress more like the network correspondent they hope to become than like the small-market one-man-band reporter they may well be at first.

Teach them to let caution and restraint be their wardrobe watchwords. Viewers – and sources – should be able to concentrate on what they are saying instead of what they are wearing. The only logo they should ever display on clothing while on the job should be that of the station or network. Also, safe and traditional styles and selections are much wiser than fashion-forward and trendy choices.

Dana Rosengard

is an assistant professor in the Department of Journalism at the University of Memphis. In addition to nearly a decade of work in network-affiliated television newsrooms, he has a Ph.D. in journalism and mass communication, and several years of fashion retail experience.

Stuart M. Goldblatt, a senior vice president with Federated Department Stores, says, "Making a fashion statement today can be more about being understated than anything else."

For men, this goal is a bit easier to achieve than it is for women, mostly because their choices are fewer. Shoes, belt and watchband should all match, certainly in color and ideally in material or fabric also. Advise your students not to wear a solid suit (or sports coat) with a solid shirt and a solid tie. At least one of those three items should have a pattern or design. Generally the tie carries the bulk of the style statement, matched with a solid shirt under a solid, subtly striped, or patterned suit. Mixing patterns can be risky, so it may be best to avoid doing so. Size and scale of any design of a shirt and tie should be opposite.

Two tie guidelines for fledgling television reporters and anchors to keep in mind: One is to avoid small, busy patterns; the camera cannot "read" them. Small checks or dots, a small houndstooth, busy little paisleys will all appear to move or jump on camera.The other is to rotate ties, preferably on at least a two-week cycle.

Goldblatt suggests having at least two shirt and tie combinations for every suit or sports coat in a wardrobe, one more dressy than the other. And he adds, "Have predetermined outfits chosen with a professional salesperson to be sure you have the look right and to make your morning less stressful and more time-efficient."

Remind your young male reporters that over-the-calf socks are strongly suggested. Nothing will embarrass a man more than a reverse wide 2-shot that shows a reporter flashing skin from crossed legs not properly, professionally, sheathed in hosiery. Socks should be chosen to match the slacks, not the shoes, and should almost without exception be solid for the epitome of the professional look.

Women have many more choices and thus many more opportunities to make the wrong clothing call. Professional is the look preferred. Sexy and suggestive are best saved for Saturday night social engagements.

Suits should be simple and tasteful with skirts approaching, or at, the knee. Blouses or lightweight sweaters should be worn under all jackets, but remember: Bows and frills of any kind on blouses become horrible distractions in a stiff wind during a live shot, and sweetheart necklines or anything lace will not get beginning women reporters the respect they should hope to command from an official, a colleague, a competitor or the public. Dresses should also be the most modest length the young women can tolerate. As with men, they should avoid anything busy or distracting by color or pattern. They should also make sure that buttons are not placed so as to pose problems for lavaliere microphones.

The whole skirt or dress length issues can, of course, be avoided with trousers. Perfectly professional, they can be matched with jackets or sweater sets or just a plain blouse. Plain front or pleats, cuffed or straight-legs, are all acceptable. Since a broadcast reporter most often can be seen only from the waist up, trousers or skirts can be kept basic.

Shoes should be tasteful and comfortable. Chances are your students will be spending a lot of time each day on the go and in the field. Heels should be sensible and chunky enough to support an on-the-go reporter on a mild run if necessary. Avoid sling-backs and slides.

"When you find something that works, buy it in every color available," advises Alexandra Selsman Hughes, a fashion designer based in southern California.

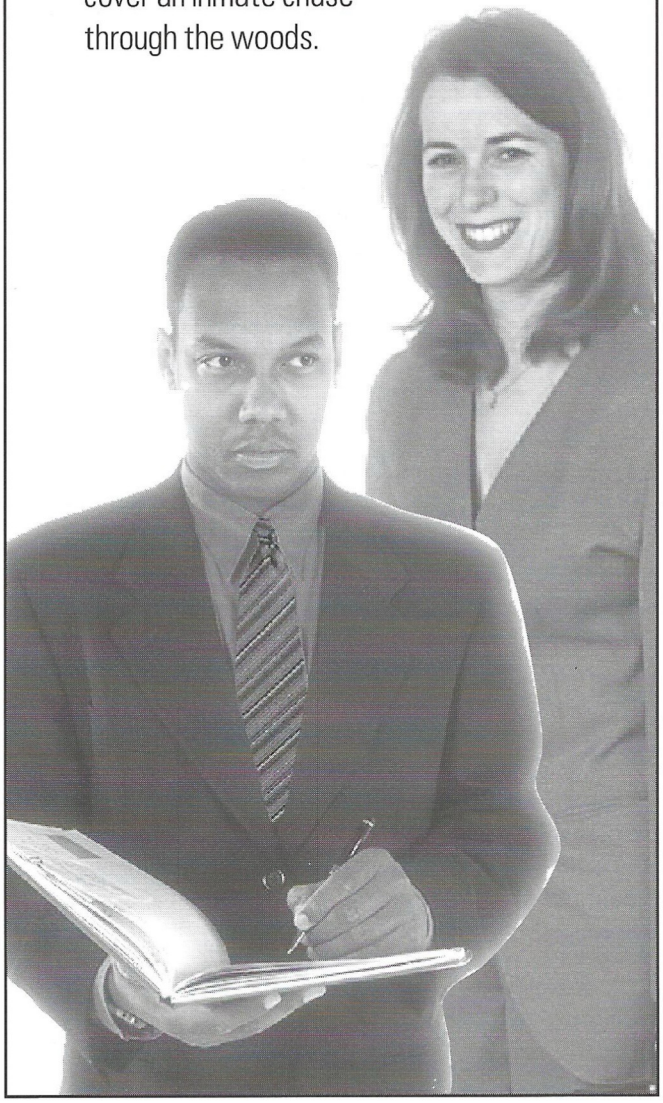
For both men and women jewelry should be kept to the barest minimum. For men, a wedding ring and watch should be all. Cufflinks may be seen as pretentious – remember, your students are most likely going to small markets where the men are not wearing cufflinks at their places of business. Women can add to that list perhaps one more ring, a necklace and, of course, a pair of earrings. The necklace and earrings should be kept small and simple, as any movement or reflection of light in this area will be distracting. Strongly advise your students never to wear bracelets, as they tend to clank against stick-mics and the anchor desk.

DRESSING FOR SUCCESS

Avoid white. Wear ivory; the videographer will thank you.

Avoid small, high-contrast patterns such as houndstooth check, small stripes. Neither videographers or cameras like them.

Dress for a luncheon with the governor, but keep jeans and boots, and a station logo sweater, sweatshirt, or jacket available at work in case you have to cover an inmate chase through the woods.



10 steps to credibility

What does it take to build a respected and credible college newspaper?

By DAVE WADDELL

1 Be passionate

Greatness in anything requires passion. Student newspapers need people who care passionately about serving readers.

Passion means:

- getting the news first and getting it right the first time;
- accurately reporting significant stories, displaying them appropriately and attractively and interpreting them correctly and thoughtfully;
- providing photos and graphics to help explain the news;
- great satisfaction when you've become an indispensable habit in people's lives.

Those of us who love journalism see it as a calling, an essential profession in a free society.

The students *and* their adviser need to be passionate about journalism.

2 Demand commitment

Newspaper staff members must have their priorities straight. And when it comes to commitment, the newspaper must be second – ranking only after course work, says Kathy Lawrence, president-elect of College Media Advisers Inc.

Actually, my view, which may not be politically correct but which reflects the reality, is that in order for the top managers to provide effective leadership, their newspaper duties must *occasionally* rank ahead even of going to class. I would argue there's a better education to be had in dealing with a big story on deadline than in listening to a lecture on, say, communication research. If you're a leader in a crisis, you need to be available to guide and direct.

Expectations for all staff members must be set forth clearly from the outset. The adviser can help that to happen by developing a staff manual.

In most cases, what you see in terms of commitment from an individual staffer in the beginning is what you're going to get for the remainder of the semester. Therefore, I encourage my managers to get rid of slackers early.

"The newspaper and the community it serves deserve no less but the best from its stewards," says Lawrence, who directs student media at the University of Texas at Austin. "And, after all, that's what we are. We are upholding the public trust during our time on the staff and ensuring that the newspaper remains secure for generations of students to come."

3 Promote teamwork

A newspaper must do its best to function as a machine, with all of the parts – editorial, business and design – working together. It's a challenge to achieve harmony because the students who staff the three main departments tend to have different majors, backgrounds and motivations. In many ways, it's a clash of cultures, which is where astute leadership comes in.

The top managers must be team players who recognize the importance of each department. If the leaders set an example of putting the good of the team ahead of narrow department or individual interests, the rest of the staff will follow.

"There will be disagreements and different priorities among various departments and various personalities, but the newspaper staff must be united in its understanding that together the staff serves the reader, serves as a watchdog and helps the audience pay attention to important issues," says Lawrence.

4 Emphasize ethics

Every publication should have an ethics policy that staffers are required to read, and the Associated Collegiate Press's sample ethics code is a good place to begin. When is it OK to accept freebies? Is it acceptable to work at a competing news medium? Should a student body officer be precluded from joining the editorial staff? The answers to such questions are not always easy but they decide the character and credibility of a newspaper.

Avoid conflicts of interest that compromise the impartiality that is a cornerstone of ethical, trustworthy journalism. In informing the public, be sensitive to the impact of coverage on the people involved. Insist that all stories be fair, balanced, complete and accurate.

"Create the attitude among the staff that the newspaper is not a toy or a tool for reporters' and editors' vendettas and rants," says Lance Speere, the general manager of the Daily Egyptian at Southern Illinois University at Carbondale. "Newspapers serve the public interest."

5 Raise the bar

If you're not continually trying to get better, then you're slipping. The best college newspapers have established a tradition of excellence – despite the rapid turnover. It's akin to a relay race: One group of students passes the baton to the next group, which is challenged not only to maintain the quality but to run the race better and faster.

Taking it to the next level "becomes its own passion for excellence," says Lawrence.

Speere, CMA's vice president-elect, encourages advisers to foster an environment of pride and success. "Make them (the students) feel good about what they are doing," he says. "You may be the only one telling them, 'Good job.'"

Papers that excel stress professionalism and accountability. "Make reporters and editors deal with the nasty calls from upset readers and sources," Speere advises. "Don't protect them."

Finally, improving the design of the paper can elevate its status. "It is amazing how cleaning up the appearance of the paper creates the illusion of credibility," Speere says. "It works with people; it also works with newspapers."

Dave Waddell

was a newspaper reporter and editor for two decades, and has advised *The Orion* and taught reporting and editing at California State University, Chico, since 1996. He presented a version of this article at the 2003 ACP/CMA National College Newspaper, Yearbook & Media Advising Workshops in Washington, D.C. Waddell can be reached at dwaddell@csuchico.edu.

6 Take risks

Playing it safe all of the time isn't very interesting for anyone, least of all readers. A college newspaper's student audience develops a greater sense of anticipation if the publication at least occasionally pushes the envelope.

"This does not mean jeopardizing the newspaper's standing as a credible news source, and it does not mean flirting with the law, but it does mean thinking creatively about new ways to cover the news," says Lawrence.

A newspaper should lead on its editorial page, taking strong, even provocative, stands that are backed up by thorough research and careful thinking.

Taking risks sometimes means afflicting the powerful. In the end, says Lawrence, it means "standing for what is right and what the public needs to know."

Be inclusive

This is important with both staffing and coverage. There is simply no way to cover minority communities adequately without minority editors, reporters, designers etc., *on the staff*.

Inclusiveness, though, goes beyond issues of diversity. I always tell students that I'd rather see them start on the paper a little too soon than a little too late in their college careers. I came to that way of thinking after hearing too many seniors tell me they wish they'd not waited until their last year to get involved.

Classroom instruction provides a foundation, but the only way to learn journalism is to do journalism – again and again and again. Advisers should never lose sight of the fact that a college paper is principally a learning ground, not a business. While hiring standards are needed, I believe part of being inclusive is welcoming motivated, moist-behind-the-ears newcomers.

"The best teachers are students," says Lawrence. "That's not to denigrate what we do as professionals, in and out of the classroom, but the beauty of student media is students teaching students."

Finally, inclusiveness includes inviting reader involvement by actively seeking out a variety of opinions for guest commentaries on the op-ed pages.

Recognize and reward

When individuals shine, their efforts should not go unnoticed. One thing I have done at Chico State that has worked exceedingly well is to award a coffee mug to staffers who have produced exceptional work. I give out two types of mugs – both have "The Orion" logo and one says "Not tonight dear, I have deadline" and the other says "Trust me, I'm a reporter." Exceptional, longtime staff members have been known to rack up seven or eight mugs in their years on the paper, and they never seem to tire of the recognition. Staff members who do not receive a mug almost invariably express disappointment – and occasionally even bitterness – in their end-of-semester reflective essay, which suggests to me the mugs continue to be prized. (If everyone got one, how much value would they have?)

The Orion's student managers also select the best ad sales rep, best designer, best copy editor, etc. and present certificates with along with glowing words at a pizza party at each semester's end.

"While emphasizing teamwork, recognition of individual achievement is important," says Lawrence. "This can be done with bonus pay, travel to conferences, even Snickers bars or pointing out great work on the bulletin board."

Reach out

The very mention of public relations is enough to make any self-respecting journalist cringe, yet all institutions ignore PR at their peril. Marketing and self-promotion are important components of financial success. Sponsoring college events and forums can be a way of elevating the newspaper's stature in the community. The student editor's and adviser's availability to other news media when the newspaper itself makes news is not only a professional courtesy but an opportunity to shape coverage favorable to the paper.

Speere suggests holding an open house at the beginning of each new year and making a point of inviting university notables – students, faculty and administrators. Speere also favors asking campus leaders to attend editorial board meetings when topics relevant to them are under discussion.

At Chico State I have invited the university president to have an off-the-record discussion with the entire editorial staff once a semester. The student editor and I also send random accuracy surveys to people quoted in the paper, which impresses a lot of these sources.

When all is said and done, however, the best public relations come from simply responding professionally to readers, sources, advertisers and even the crankiest of callers.

Be critical

If advisers aren't working to help students get better, what are they there for? Students crave feedback on how they're doing, and advisers have an obligation to critique their students' work regularly. Whether delivered orally or written, the critique should look at least as hard for the good as for the bad and be generous with praise. It's also important to be honest and direct about shortcomings. Students will develop thicker skins – as they should if they are going to work as professional journalists.

I also make a habit of enlisting professionals – reporters, editors, photographers and designers, including Orion alumni – to conduct guest critiques. And (as I have written in these pages before) I developed a form for editorial staffers that requires them to look critically at each issue and their contribution to it.

When students are praised for doing good work, they are more likely to repeat the effort. When it is explained to them *how* something could have been improved, they are better equipped to excel the next time.

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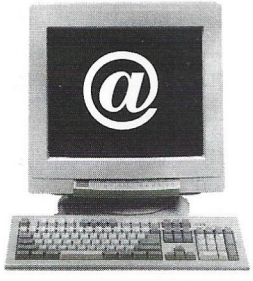
News research in an online world

By BRUCE GARRISON CMR Online Editor



It is not difficult to persuade student journalists to use the World Wide Web these days. In fact, the real challenge is getting them into the library.

The irony is that just a few years ago, most of us had to beg students to give research on the Web a try. To be fair, there was not much useful content and it took some effort to find it in the early days of the Web. Now, though, the situation seems reversed. We have to lobby hard to get student reporters and editors to get up from their networked computers and take a walk to the library for the in-depth research necessary for some news stories.

News research is changing, no doubt about it. Libraries are changing as well. News research has entered the digital data world. Most campus libraries are updating their collections constantly, moving from paper to digital copies when possible. If you have not visited your own campus library lately, give it a tour and see. Libraries and their collections, especially news-oriented archives and government information such as documents and reports, are quietly going digital.

This makes newsroom research a very different process than it was just a decade ago. Those of us around campus newsrooms in the early 1990s remember it meant having a collection of current reference books – such as atlases, stylebooks, almanacs, and various telephone and other directories – for quick fact-checking. It also meant having a pretty good knowledge of the campus library for the deeper questions that time permitted us to check.

Even then, however, it was difficult to get student journalists to make the trek to the library to do some background research before an interview or to find key statistics to a story for the bigger picture.

It is much simpler to do news research today. For one thing, there is much more useful online content. While not all of it is reliable, campus and government resources are more plentiful online and this is a big step forward in itself. On another level, most campus newsrooms are high-speed wired and a growing number of students are going wireless with new generation laptops and handhelds, not to mention Web-accessible cell phones. Useful content on the Web is more accessible than ever and even permits online research from story locations just about anywhere.

While we can take advantage of this to find information needed for campus coverage, it is often not done in a systematic and thorough manner. And, of course, not all available resources are used. For many journalism students, online research is not much more than running a primitive search in Yahoo! or Google.

It is our duty, as campus media advisors and classroom journalism and mass communication teachers, to show students that there is much more to conducting online research for news today. We need to make them aware of the pitfalls of online research and the requirement of critically reviewing the content that is found. We also need to remind them that there is something called the library on campus that can be helpful.

Most campus newsrooms should find time to run workshops about online research or even occasional online news research classes that will benefit reporters. If there is no one on the campus media news staff or no qualified faculty available to run these special classes, check at the campus library. Most university and college libraries have talented and knowledgeable online researchers who are familiar with the vast territory that newsrooms need to cover. For starters, ask the social sciences or communication specialist for help.

Some schools even offer classes in library research or upper level seminars in online research for newsrooms. We offer an online news research class in the School of Communication at the University of Miami. Students who take the course are much better prepared to use online resources in their news-gathering than those who depend on Yahoo! or Google for their research.

What should you teach your campus media staff?

Students who take the UM course, "Reporting and the Internet," are told that even the best search engine or search index on the Web today will cover only about 15 or 20 percent of the Web's content. And the search tools don't find "hidden" or "invisible" content that is built on the fly by Web database servers. The lesson is easy: Use several search engines and know their strengths and weaknesses. Know the key sites that relate to your coverage, especially ones that cannot be found by the typical search tools. And they are told to use the advanced search tools, not the basic search option, available on almost all search sites.

Students are also encouraged to use a sound index such as Yahoo! but also told to look for general search engines such as Google and AltaVista. Then they are taught to use specialized search engines that fit the search of the moment. There's not time and space for that here, but many of the several hundred quality search engines on the Web do certain things well and don't do other types of searches or types of content

at all. Finding guides for search engines is pretty easy. Start with **http://www.searchenginewatch.com** or look in computer magazines (see the cover article of the May 27, 2003 issue of *PC Magazine*, for example).

Regardless of how you approach it, a short list of priorities should include teaching campus media reporters and editors:

- *To find and use news archives on the Web.* There are both free and fee-based collections of college media content as well as the usual commercial daily and weekly newspaper content. This should focus on campus newspapers of nearby schools or conference member schools as well as local and regional newspapers and, possibly, even radio and television.
- *To use Lexis-Nexis through your campus library or through your newsroom's own subscriptions-accounts.* Almost all colleges and universities offer some sort of Lexis-Nexis **(http://www.lexis-nexis.com)** access. Some academic programs and departmental libraries even have their own accounts that have been customized for news and journalism. Regular (each new semester) training should be offered through the newsroom or through the library staff. Lexis-Nexis also offers training classes in major markets that may also serve your newsroom well.
- *To select and use most useful search tools on the Web.* See above.
- *To apply effective search strategies for the best online research tools.* No one wants to scroll through 40,000 hits from a search. Teach Boolean search (using and, or, but not, and so forth) and methods to narrow down results to focus on the information needed.
- *To find local, regional, and national expert sources online with experts' lists and expert search Web sites.* This includes telling staff members about campus experts' directories (e.g., **http://www.miami.edu/reporters_sourcebook/)** available on the Web, starting with the one on your own campus. Then tell reporters about national sites such as the National Press Club **(http://npc.press.org/newssources/index.cfm)**, ProfNet **(http://www.profnet.com)**, FACSNET **(http://www.facsnet.org/sources/newssources/)**, All Experts **(http://www.allexperts.com)** and others like it.

Advocate online research. Push for library research also. The newsroom culture must include it in both online and the old-fashioned library forms. Include research training when planning for the new academic year this fall. Whatever your newsroom can do along these lines to improve news research will lead to improvements in the quality of reporting published or broadcast by your campus news media. Greater accuracy in reporting and more comprehensive content should also gradually develop over time.

A FEW SUGGESTED BOOKS

Books about online research can also be useful in enhancing newsroom use of online research resources. They can be used in substitution for workshops and classes, but are best used as supplements and newsroom references. New and updated editions are published frequently, so any list may not be as current as a search on Amazon or your campus library online card catalog will provide.

Try to acquire some online research books for your campus newsroom and their presence cannot but help improve the level of research conducted if reporters and editors are encouraged to look at them during downtime. Here are some recommended volumes:

- Alfred and Emily Glossbrenner, *Search Engines for the World Wide Web*, 3rd edition, Peachpit Press, Berkeley, Calif., 2001.
- Christopher Callahan, *A Journalist's Guide to the Internet: The Net as a Reporting Tool*, 2nd ed., Boston, Allyn & Bacon, 2003.
- Randy Reddick and Elliot King, *The Online Journalist: Using the Internet and Other Electronic Resources*, Harcourt Brace, 3rd edition, Fort Worth, 2001.
- Randolph Hock, *The Extreme Web Searcher's Guide to Web Search Engines*, CyberAge Books, Medford, N.J., 1999.
- Alan Schlein, *Find It Online*, Facts on Demand Press, Tempe, Ariz., 1999.
- Frank Bass, *The Associated Press Guide to Internet Research and Reporting*, Perseus Publishing, Cambridge, Mass., 2001.
- Mary McGuire, Linda Stilborne, Melinda McAdams, and Laurel Hyatt, *The Internet Handbook for Writers, Researchers, and Journalists*, 2002/2003 edition, Guilford Press, New York, 2002.
- Bruce Garrison, *Computer-Assisted Reporting*, 2nd edition, Lawrence Erlbaum Associates, Mahwah, NJ, 1998.
- Jean Ward and Kathleen A. Hansen, *Search Strategies in Mass Communication*, 3rd edition, Longman, New York, 1996.

A SAMPLE COURSE CURICULLUM

The Internet and Reporting course at the University of Miami, which is PC-based, covers this ground (and much more):

Week 1, Course introduction and general planning. Brief general introduction to the structure and organization of the World Wide Web and Internet.

Week 2, Role of online newsgathering in journalism today. Overview of the world of electronic databases. Using key online tools: hardware and software. News research and news libraries. The need for news reporters, editors/producers, and other information-gathering professionals to use online services. Interactive newspapers. Using e-mail to gather information. E-mail etiquette. The leading e-mail system protocols: POP3 and IMAP. Configuring an e-mail client. Sending and receiving e-mail attachments such as documents and graphics files. E-mail viruses. E-mail interviews: their advantages and their problems.

Week 3, Using electronic conferences and distribution lists for finding sources and newsgathering. Joining and leaving distribution lists.

Week 4, The dial-up and network online worlds: They're similar, but they're also very different. Using the network tools of Windows – Windows Terminal, Windows HyperTerminal, and other communications software. Using Web browsers. Using Microsoft Internet Explorer and its basic features. Setting up and using Netscape Communicator and its basic features. Emphasis on e-mail configuration, building favorites and bookmarks, and the best browser tools. Downloading files.

Week 5, Overview of the Internet and World Wide Web. Brief history. The best resources on the Web for journalists. Finding good Web sites. Critically evaluating and judging Web content for journalistic purposes.

Week 6, Finding things on the World Wide Web. What are the best search sites? Why? Who uses what? Using the leading general search engines and indices. Strengths and weaknesses of search engines. How the search engines we use really work.

Week 7, Continuation of discussion about search engines from previous week. Assigned class presentations and discussions about the leading Web search engines.

Week 8, Search strategies for the Web. Thinking about and using key words. Phrase searches. Search engine skills: Boolean searches. Using the leading general search engines and indices. Building browser bookmarks for the future. Using specialized search engines. Using file transfer protocol on the Web, uploading and downloading files online. How to use Telnet with a browser.

Week 9, Finding people and information about people online. Using free public records to find information about individuals, their property, their licenses, their corporations, their affiliations, and more.

Week 10, World Wide Web sites useful to reporters: local, state, national, and international government sites.

Week 11, More World Wide Web sites useful to reporters: news media, news organizations, and newsroom beat specializations.

Week 12, Overview of major commercial online services. Using AutoTrack XP and other public records services.

Week 13, More about using major commercial online services. Focus on Lexis-Nexis.

Week 14, Remote access. Wireless connections. Using the University of Miami's high-speed wireless network. Laptops and cell phones. Other wireless Internet devices. Archiving, compressing, and decompressing files. Using WinZip and other similar software.

Week 15, Chatting and conferencing: Internet Relay Chat and Netscape Conference. Telephony. Video on the Web as an information-gathering resource. The future of online research and online technologies.

Benefits to Students from the Learning Environment of Campus Newspapers

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The love affair between students and the campus newspaper began with the birth of the newspapers more than 200 years ago. Students handed the campus newspaper off to other students to care for and protect. They have been willing to make sacrifices and pay a high price to maintain its right to free speech. They have battled administrators who wanted to censor it, prevent its distribution or control information available to it.[1] They have taken on the student government when it wanted to control its content, thieves who have taken it from its distribution points in protests, and picketers who have not agreed with its coverage and its stance. Just being a part of the operation was enough for most students.

If students are giving so much, what are the rewards to them for their effort? What exactly are the benefits resulting from the learning environment of the campus newspaper for the advertising and news editorial workers? This research will attempt to answer that question through the use of experiential learning theory that provides insight into the benefits that could be expected from an effective learning environment.

Literature Review

A closer examination of campus newspapers where students work in a variety of jobs would be useful in helping to understand the goals of students who work there and the function and governance of the environment where students seek to practice journalism. As many as 90 percent of college students hired by American daily newspapers have significant experience with the college press (Ingelhart, 1993) , and about 50 percent of those going into the newspaper industry may be using the campus newspaper to obtain jobs (Brandon, 1997, 2001). Becker, et al., (1993) reported a connection between working for the campus newspaper and other campus media in helping mass communication and journalism graduates get jobs. Brandon (2001) reported the most common job path for people going into the field was an internship, the campus newspaper, and journalism courses.

The 2001-2002 Cass College Sourcebook lists 1,799 campus newspapers, including 104 dailies, 662 weeklies, and 186 multiweeklies. The remaining newspapers publish less than once a week. Kopenhaver and Spielberger (2000) reported the typical college publication is a weekly with a budget of $25,000 or less.

Functions of the campus newspaper

Functions of the campus newspaper have been described as providing information to a campus community, acting as a forum for the exchange of opinion, training journalism students (Martindale, 1983) and providing student journalists with a sense of identity and the chance to be advocates (Magrath & Magrath, 1986). The college newspaper has been viewed as more than a tool for teaching writing, reporting, and editing (Nelson, 1988). It offers an environment that includes teaching sales, management, budgeting, advertising, design, public relations, and law.

Campus newspaper governance

The campus newspaper varies in governance styles. It can be controlled by a university; it can be supervised by a publication board and/or a student government organization; and it can be independent of universities (Duscha, 1973). Kopenhaver and Spielberger (1989) contended that for a campus newspaper to be financially and editorially independent, it should have no ties to the university. Only about 5 percent of campus newspapers are independent of any kind of governmental and financial oversight from a university (Ingelhart, 1993). In a study focusing on instructional independence of the campus newspaper, Bodle (1997) found that 12 were strongly independent, 27 moderately independent and 37 were mixed on independence of curriculum.

Press freedom for campus newspapers.

The learning environment at the campus newspaper can be effective because the work environment there enjoys the same freedom as the regular press. The Media Law Committee of College Media Advisers selected 12 court decisions that it believes had great impact on establishing a free campus press on college campuses (Ingelhart, 1993). These court cases (citations in the list of references) supported the First Amendment rights of student journalists, denied administrators the authority to require prior submission of content for the purposes of censorship, denied administrators the authority to withhold funds and to deny distributions in ways that interfere with free expression, provided support that the use of four-letter words is not necessarily obscene, and exempted state universities from liabilities for libel by a student a newspaper because the university is barred from control of content by the First Amendment.

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Work experience valued

Work experience, whether it comes from an internship, a campus newspaper, temporary work, or a regular job, has several advantages. Participants can learn new job skills, develop good work habits and attitudes toward work, establish a work record, earn money while learning, and recognize the relationship between education and work (Bailey, 1990). A national study provides support for the notion that experience with internships, as well as experience with the college media and high grades, is related to job success (Becker, et al., 1993).

In a national study, Brandon (2001) found that 62 percent of all respondents rated the campus newspaper as very important or extremely important in helping to get a first job; 65 percent of news editorial respondents, 57 percent of the advertising respondents, 64 percent of the male respondents, and 59 percent of the female respondents gave high ratings to the campus newspaper. Study respondents rated the campus newspaper as second in a comparison with internships and journalism courses in helping to get a first job.

Experiential learning theory

Experiential learning has existed since the dawn of the history of humankind. What has been learned through experience has been passed from parent to child and from master to apprentice through centuries of unrecorded history (Kraft, 1985a). Experiential learning has been defined as the process during which a person experiences an event then compares the knowledge gained with knowledge gained in similar situations (Dewey, 1938; Chickering, 1976; Keeton & Tate, 1978; Kolb, 1984) The foundations of experiential learning have been traced to Aristotle. From Aristotle, Kraft (1985b) traced the philosophical foundations for experiential learning to John Locke, John Stuart Mill, Charles Peirce, William James, John Dewey, Mao Tse Tung, Paulo Friere, and finally to Kurt Hahn. April Crosby (1985) traced the philosophical foundations of experiential education as part of the philosophical foundations for education in general beginning with the Sophists and moving to German philosopher Kant.

Dewey (1938), recognizing the uncertainties about education, saw one certainty: the organic connection between education and personal experience. Dewey contends that knowing comes as a result of uncertain or problematic situations. The starting point for knowing is experience. Dewey (1957) viewed experience as a great liberating force for people:

> *The modern discovery of inner experience, of a realm of purely personal events that are always at the individual's command and that are his exclusively as well as inexpensively for refuge, consolidation and thrill is also a great liberating discovery.*

In describing an effective experiential learning environment, Honey (1992) took experiential learning one step further when he noted these benefits of an effective experiential learning environment: The environment should encourage learning from experience, identify development needs, encourage the development of varied job skills, encourage initiative, use mistakes as learning opportunities, encourage and allow input, and support using knowledge from other settings. Experiential learning theory has been used as a tool for examining benefits of the campus newspaper from the perspective of the news editorial and advertising staff working in the newspaper industry (Brandon, 2001). Brandon used the characteristics of an effective experiential learning environment as described by Honey (1992).

Methods

The 92 respondents who took part in the study were news editorial and advertising student employees at seven campus newspapers in Pennsylvania, Kansas, Texas, Kentucky, Ohio, Missouri and Illinois. Requests were made via a national e-mail discussion list for members of College Media Advisers to act as administrators of questionnaires to students at their newspaper, as well as to direct e-mail requests. Six responded in the affirmative. The author's newspaper also took part in the study.

Three of the campus newspapers published once a week[2], two published twice a week; one published four days a week, and one published five days a week. Six of the newspapers were from public universities and one from a private university. Circulation ranged from 3,500 to 10,000. Budgets ranged from $75,000 to $950,000. Funds for two of the campus newspapers came from advertising; funds for four came from advertising and student fees; and funds for one came from advertising and the university.

A focus group study was chosen as a precursor to a national study. In a two-page questionnaire, respondents were asked about the benefits of the best campus newspaper they could imagine and the benefits of their own campus newspaper. Seven statements about the benefits were based on the characteristics expected in an experiential learning environment. (Appendix A) A second section solicited responses about the respondents' own newspapers.

The words "the best campus newspaper" were replaced by "your own campus newspaper." The questionnaire asked about gender, race, grade point average, degree major and minor, and career goals as a way of checking variance among respondents on the benefits. Frequencies, t-tests and crosstabs were used to answer the following research questions:

- Do the ratings of the best campus newspaper on benefits differ from the ratings of respondents' own campus newspapers?
- Do student employees of a campus newspaper differ on the benefits they receive from their own campus newspaper and the benefits they expect from the best campus newspaper?
- Do advertising respondents differ from news editorial respondents on the benefits of the best campus newspaper?
- Do advertising respondents differ from news editorial respondents on the benefits of their own campus newspapers?
- Do men differ from women on the benefits of the best campus newspaper?
- Do men differ from women on the benefits of their own campus newspaper?
- Do schools differ on their ratings of their newspaper?

Results

Frequencies were run for the best campus newspaper; 87 percent of the 92 respondents rated the best newspaper high or extremely high for providing career needs; 92 percent rated it high or extremely high for allowing input; 97 percent rated it high or extremely high for providing feedback, for encouraging initiative, for expanding job skills, and for using mistakes for learning; 76 percent rated it high or extremely high for using knowledge from classes.

Frequencies were also run for respondents' newspapers; 79 percent rated their campus newspaper high or extremely high on providing career needs; 72 percent high on encouraging initiative; 93 percent high or extremely high on expanding job skills; 73 percent high or extremely high for encouraging input; 80 percent high or extremely high for using mistakes as a teaching tools; 62 percent high or extremely high for providing feedback; and 64 percent high or extremely high for using knowledge from classes.

Respondents rated the campus newspaper second as a source of helping them with career success; internships were first and journalism courses, third[3].

Ninety-one percent of the respondents were white, 6 percent black, and 3 percent international students. Forty-one percent were male, and 59 percent female. Seventy-four percent had a grade point average of 3.0 or higher; 31 percent, 3.5 or higher, and 6 percent, a 4.0. Forty-nine percent of the respondents had journalism as a major, while 10 percent were from communication and 8 percent from English. Other majors were marketing, recreation, education, speech, political science, psychology, business, theater, public relations, international communication, art, sociology, advertising, history, and undecided. Thirty-three percent did not have a minor. Of those with minors, journalism was second with 11 percent, followed by business with 9 percent, and English with 8 percent. Fifty-two percent of the respondents plan to go into news, while 23 percent do not know what career they will pursue.

In a paired t-test of ratings of the best campus newspaper and of the respondent's newspaper, the best campus newspaper was rated significantly higher on all seven benefits statements.

Female respondents rated the best campus newspaper higher than did male respondents on meeting career needs (>.05), but there were no differences in the ratings by gender of the respondents' campus newspapers.

Seventy-three of the 92 respondents were news editorial employees, and 19 were advertising. There was only one significant difference in the rating of the best campus newspaper on benefits and of respondents' own newspapers by job types. News editorial respondents rated the best campus newspaper higher on using mistakes for learning than did advertising employees (>.05), and news editorial respondents rated their paper higher on encouraging input than did advertising respondents (>.01).

There was no difference in the way schools rated their newspapers on the benefit statement.

Conclusion

It is no surprise to find that responses of student journalists significantly differ between the benefits of the best campus newspaper and their own campus newspaper. One might expect a goal of excellence to not always be met in an imperfect world. A noteworthy discussion is the high regard held for the benefits of the best campus newspaper by student respondents and for their own campus newspapers. The mean for the seven statements measuring the benefits of the best campus newspaper range from 4.14 for the use of knowledge from other classes to a high of 4.8 for feedback. The low mean for their own campus newspaper was 3.8 for using knowledge learned in other classes and a high of 4.5 for expanding job skills. In a job where having an extensive knowledge of other areas seems important, it is noteworthy that the lowest mean scores for both the best campus newspaper and their own campus newspapers were for the use of knowledge from other classes. It is also noteworthy that the highest mark for the best campus newspaper is in the area of feedback but one of the lowest for their own campus newspapers at 3.85. Respondents thought their own campus newspapers were expanding their job skills (mean of 4.5). The best campus newspaper scored a 4.76

TABLE ONE: Paired t-test of ratings

Paired t-test of ratings of the benefits of the best campus newspaper and the respondents' newspapers
1=the best campus newspaper and 2=respondents' newspapers.

		Mean	t	df	Sig. (2-tailed)
Pair 1	Needs1 Needs 2	.2717	2.562	91	.012
Pair 2	Initiative 1 Initiative 2	.4891	6.148	91	.000
Pair 3	Expand 1 Expand 2	.2967	3.496	90	.001
Pair 4	Input 1 Input 2	.5326	4.227	91	.000
Pair 5	Mistake 1 Mistake 2	.4565	5.188	91	.000
Pair 6	Feedback 1 Feedback 2	.9560	8.256	90	.000
Pair 7	Know 1 Know 2	.3370	2.932	91	.004

for expanding job skills, one of the highest means for this model.

Since the mean scores for feedback are so low, it is important to revisit the topic of feedback, one of the benefits of a learning environment, according to Honey (1992). Campus newspapers should revisit this area to see if improvements can be made. A variety of methods exist on a campus newspaper for better feedback. One mode commonly practiced is the critique of each issue of the newspaper by an adviser. It is also appropriate to have regular staff meetings to discuss issues of the newspaper. In addition, advisers and editors might send personal notes to individual staff members commending them when they are doing well and suggesting improvements in areas of weakness. Critiques from respected professional journalists can also provide feedback.

It is important to encourage students to use knowledge learned in other classes even though student respondents rated it lowest in expected benefits. Students should be encouraged to delve into other areas of study to improve their work on the campus newspaper and later in the newspaper industry.

This study is not without its flaws. The statement about "helping to expand job skills" could be worded better. For example "helping get a variety of job skills" could be an improvement. The statement about encouraging "use of knowledge gained in other courses," could be change to liberal arts courses instead. This study, small in scope, points the way to a national study to further explore the benefits of the campus newspaper to student journalists. Questions should be added about the demographics of respondents' schools, the governance of the campus newspapers, the nature of the financial structure that provides funds for the operation, the staff size and internal organization, circulation, budget, and the specific staff position held by respondents.

Educators, researchers and students believe that work on campus media is an important step in getting and keeping jobs, so further research on a broader scope could be helpful.

APPENDIX A: Campus Newspaper Benefits Questionnaire

Almost every college or university campus in this country has a campus newspaper. Many students use the campus newspaper with the belief that the training and experience will help them to obtain and be successful in jobs. This study proposes to examine the campus newspaper for the benefits it has for students who work there. It will be used as a preliminary to a wider national study involving many more campus newspapers. This is a project that will be useful to students, advisers, educators and administrators. Would you help by filling out this questionnaire? Part I and II are composed of seven statements aimed at determining your thoughts about the benefits of the best campus newspaper you can think of and determining your thoughts about the benefits of the campus newspaper where you now work. The statements are to be rated on a 5-point scale with "1" representing the least benefits and "5" representing the most benefits.

Thinking of the best campus newspaper possible, how much do you think that newspaper ought to provide the following benefits? Circle the appropriate response.

1. Address your overall career needs

1 2 3 4 5

2. Encourage initiative

1 2 3 4 5

3. Help you expand job skills

1 2 3 4 5

4. Allow input in workplace decisions

1 2 3 4 5

5. Use your mistakes as learning experiences

1 2 3 4 5

6. Provide feedback on your performance

1 2 3 4 5

7. Encourage use of knowledge gained in other courses

1 2 3 4 5

Footnotes

[1] As a faculty adviser of two campus newspapers for more than 10 years, I have witnessed the transfer of power, the struggles with administrators, protests of content and theft of newspapers from racks.

[2] The Southwest Standard started publishing two times a week in the 2002-2003 school year.

[3] About half the students working at the campus newspapers were not journalism majors.

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Enhancing Traditional Student Media with New Media Techniques

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Abstract

As more and more professional media outlets move to convergence as a method of integrating new media technologies into their environments, and as a way of cutting costs, it is becoming more and more imperative for college student media outlets to move to a convergence model to provide students with the necessary training to adapt to these multimedia environments upon graduation. This study was meant to examine how college student media currently use new media technologies in the newsroom, and to assess what, if any, curriculum changes are needed to encourage their adoption.

Enhancing Traditional Student Media with New Media Techniques

"The challenge confronting today's journalism schools appears pretty straightforward: develop programs to prepare students for journalism careers that will extend well into the 21st century."

– B.G. Yovovich, *Editor and Publisher*, Feb. 17, 1996

Well into the second year of the 21st century, the predictions of media moguls at the beginning of the 1990s that the Internet and the World Wide Web would kill print within 10 years seem to be unfounded, as print continues to thrive as a disseminator of news while online news sites struggle to find their niche. As student newspapers and collegiate journalism programs prepare students for careers as journalists, B.G. Yovovich's statement continues to ring true. The past 10 years have seen advances in new media technology come forth at a rate never before encountered in the field of mass communication, and the Internet is growing faster than all of the new media technologies introduced this century. The Associated Press reported the following statistics regarding the Internet as issued by the United States Department of Commerce:

> *The Internet is growing faster than all other technologies that have preceded it. Radio existed for 38 years before it had 50 million listeners, and television took 13 years to reach that mark. The Internet crossed the line in just 3 years. (Bridis 1998)*

While the burst of the dot-com bubble in 2000 may have slowed the Internet's and World Wide Web's growth as a journalism tool, the advances in communication technology continue to affect the field, especially as media companies look for ways to cut costs and increase profit margins. For many of these companies, the method is coming in the form of convergence – the merging of print, broadcast and online operations into a single newsroom.

Without question, newsrooms have been coping with how to integrate the latest in media technologies into their operations for some time. "Either we learn to use this stuff or we die," said George Landau, then-manager of information technology at the St. Louis Post-Dispatch. "One of the threats we face is that people are getting the information themselves" (Anderson 1996). Landau's statement reveals the uncertainty the Internet has placed in the newsroom. If newsrooms don't incorporate new technologies as a tool for delivering information to their readers, then their readers may learn how to do it themselves, leaving the newspaper behind as an information source. This, therefore, brings us back full circle to the quote by Yovovich at the top of this paper. The very nature of a journalism school is to both teach students the skills necessary to function in newsroom, and how to think critically and evaluate the tools available to them, so that they can adopt and adapt to the changes that confront them. A student newspaper, whether tied to the journalism program or operating as an independent entity, exists as a place for those student journalists to practice the skills they are taught in the classroom. "As journalism begins to come to grips with the challenges of new media, there appears to be a growing sense that any really useful new curriculum will have to

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do a lot more than simply teach students a few new high-tech tricks" (Yovovich 1996).

Simply plugging in a computer in the classroom and launching Netscape Navigator or Internet Explorer is not enough. Entire curricula must be overhauled to accommodate these new technologies of the World Wide Web and e-mail. Ketterer (1998) argues that journalism schools "have a responsibility to teach budding journalists not only how to use the resources of the Web, but to evaluate them critically." Journalism educators – whether Ph.D.s in the classroom or advisers with 20 years of professional experience in the student newsroom – seldom have new media experience. And those that do often still find themselves learning from their students as newer technologies come along.

As media companies begin implementing plans of convergence – the integration of print, broadcast and online technology into single newsrooms – it is necessary for journalism educators, and specifically college student newsrooms, to find ways to incorporate convergence into their own environments. If college student newsrooms want to continue in their roles as the training ground for professional journalists by providing students with practical experience, then they must adapt to changes in the industry. In 2001, more than 50 media partnerships and affiliations were implementing some form of convergence in their newsrooms (Wendland 2001). For example, the Tampa Tribune has become a multimedia conglomerate, having implemented a $40 million media laboratory by sharing reporters and visual journalists among its print, broadcast and online components (Associated Press 2000). The Tribune Company created a central newsroom at the Chicago Tribune that includes a TV studio in the middle of the newsroom, where it is aligned with WGN. Newspaper reporters who never imagined themselves on camera now produce television packages and conduct interviews on air, while TV reporters write newspaper columns. Stories that go to TV from the newspaper are promoted during a newscast. An anchor tells viewers they can read more about the subject in the newspaper. Viewers can also find expanded information online (Wendland 2001).

But what does this mean for journalism educators? Should they scrap their traditional teaching methods and seek new ways of instructing their students? Not according to Meredith Artley, managing editor of the New York Times on the Web. She says that regardless of the format – whether print, online, in broadcast or a combination – traditional journalism training needs to be maintained. This includes teaching sound news judgment, good interviewing skills, reliance on good sources, fact checking and accuracy, attribution of sources, fair and balanced reporting, a knowledge of media law and high ethical standards (Artley 2000). However, it also means that traditional methods of teaching journalism students, where students entered a program with a single mission of learning print, or photojournalism, or just broadcast, must be scrapped in favor of cross-training for journalists. Journalists must know the technical skills to capitalize on different kinds of story presentation that the Internet makes possible, which means students must know more than just how to write a story in Microsoft Word. They must also know Photoshop, Dreamweaver, Flash, Premiere, Director, Final Cut Pro and Quark, to name a few (Artley 2000). Photojournalists will have to learn video, and journalists will have to learn writing styles for print, online and broadcast storytelling (Sandeen 2000). And at the AEJMC 2001 and Beyond New Media Summit, a survey report examining skills needed in the newsroom said that editorial skills have grown to include the ability to update and maintain time-sensitive material; edit, rewrite and copy edit text for online; add external Web resources to material; create multimedia projects; find related internal stories to link to new stories; and manage user interactivity, such as forums (Paul 2001). So, just what are journalism educators doing to integrate these new skills sets with the old skills sets? And are these educators willing to make the changes to their curriculum to succeed?

Review of the pertinent literature

A review of the literature reveals a number of studies regarding the attitudes of educators and students toward the introduction of new media technology in the classroom and newsroom. The earliest studies in diffusion of new technology in the newsroom and classroom focused primarily on the effects of the technology on text editing (Slater, et. al., 1991; Stewart, 1982; Shipley and Gentry, 1981; Randall, 1979; Crook, 1977). For example, Crook's 1977 study found that the new technology of video editing not only slowed students down in their editing time, but increased the number of errors that weren't corrected. However, Crook attributed the slow speed and error rate to the students' unfamiliarity with the new equipment; most of them had 10 or fewer hours of training on the equipment before the study was conducted (Crook 1997). Slater, et. al., found that student editors using video display terminals were more likely to make more structural changes to a story and fewer mechanical changes than student editors using pencil and paper, indicating that the change in technology affected how editors shaped the content of the news (Slater, et. Al. 1991).

Later studies have looked at new media technology, such as the World Wide Web, the Internet and computer-assisted reporting in the college classroom and newsroom. Lee and Fleming (1995) looked at the introduction of computer-assisted reporting classes in the college journalism curricula, and found that most universities had yet to introduce a computer-assisted reporting class in their curricula, despite the proliferation of computer-assisted reporting taking place in the professional newsrooms. They found three primary reasons that schools were avoiding the introduction

of computer-assisted reporting: the cost of the equipment, the maintenance of equipment, and the lack of qualified faculty. All three of these problems cited by college administrators harken back to the characteristics of innovations mentioned earlier. Because of the cost of equipment, trialability was a problem in 1995 for faculty. Complexity was also a problem, as faculty had no training in the new technologies. Williams (1996) recognized this problem as well, even among journalism faculty who had practical experience: "While faculty may have worked as professional journalists before becoming professors, even those who left the newsroom five to ten years ago have missed much of the computer revolution." Even if these educators have practical experience, it was likely obtained before the introduction of computer-assisted reporting in the professional newsrooms in which they worked.

A study by Craig, et. al. (1995), using Q-methodology, identified four types of individuals in the college classroom among educators and students, three of which seemed ready, or at least willing, to embrace new media, and a fourth that was hesitant, if not opposed, to the technology. Craig, et. al., identified the four types as Champions of Change, Pessimistic Prophets, Laid-Back Liberals and Skeptical Optimists. Champions of Change appear to be what Everette M. Rogers, in his diffusion of innovations theory, would call the innovators or early adopters. According to Craig, et. al., they are by far the "most eager of all the factors to be a part of the change they see coming on, as well as the least concerned about its social implications." The Skeptical Optimist is probably a member of Rogers' early majority. This individual, according to Craig, et. al., "wants to believe in the potential of new media to improve society as well as the personal quality of life," but is uncertain and waiting to see it in action. The Laid-Back Liberal is likely a member of Rogers' late majority. Craig, et. al., describe this individual as being aware of the new media technology but uncertain as to when it will take hold. The Laid-Back Liberal thinks it is likely at least five years away. The Pessimistic Prophets are likely the laggards identified by Rogers. Pessimistic Prophets, say Craig, et. al., fear the onslaught of social ills by the introduction of new media in the classroom and newsroom. They feel it is their responsibility to warn of the dangers associated with this new technology.

Likewise, a Q-study by Singer (1996) found similar factors to the study by Craig, et. al. Her study of reporters' and editors' attitudes toward new media technology in the newsroom identified three factors: The Benevolent Revolutionary, the Nervous Traditionalist and the Serene Separatist. Singer's Benevolent Revolutionary believes that it is only a matter of time before today's journalists learn to use the new media technology in innovative ways, and is not opposed to its introduction in the newsroom. This would seem to place this type of individual in Rogers' two groups of innovators and early adopters, or at the very least, in his early majority group. Singer's second factor, the Nervous Traditionalist, is worried about the future of journalism and the impact that the new media technology is going to have on it. This factor was also more likely to oppose new media and how it is used: "A story feels more antiseptic to me on a computer screen, with less texture and feel," wrote one person who loaded heavily on this factor. This factor probably falls into Rogers' late majority of adopters. Once people in this category see the new technology in action and no longer feel it is a threat, they will likely become users themselves. Singer's final factor, the Serene Separatist, consists of people who have nothing major against new technology, but they don't really care one way or another whether newspapers remain news on paper or move online. This factor is likely Rogers' late majority and laggards – they will move online only when they have to. Singer concludes that in light of her study, the news industry must take Rogers' diffusion theory to heart if it wants new media to be adopted in the newsroom by nurturing the opinion leaders within the newsroom.

It is not just in the college journalism classroom where these adoptions of new media are taking place. They also occur in that seldom-studied, yet readily available, student newsroom, such as at college newspapers. Kelly (1996) was among the first researchers to actually tackle the question of how new media are adopted in college student newspapers. His primary reason for the study, which was to examine how college newspapers were adopting digital imaging for photography, was the fact he couldn't do the study in traditional media. The Associated Press had forced their member newspaper to adopt the technology or cease receiving wire photographs, so the adoption was forced, rather than voluntary, and also happened relatively quickly in terms of the rate of adoption: most professional papers had adopted digital imaging technology in fewer than six months after the Associated Press' mandate. College newspapers, however, were a different story. Kelly said that the student nature of the papers, in fact, may make them even more appropriate for studies of diffusion of new technologies than their professional counterparts. Student newspapers, he said, inform their communities in much the same way as professional papers, but their staffs are only beginning their initiation into the newsroom routines and practices that form a basis for journalists' understanding of the audience and news. He adds: "Attitudes about news and journalism are still being formed by staffers and the effects of technology adoption on their perceptions of news credibility are more likely manifest than may be the case for seasoned professionals." In other words, Kelly says that student journalists are less likely to have been tainted by years of tradition, only to have that traditional way of doing something yanked out from beneath them in favor of something new. Hence, their opinions regarding the diffusion of new technologies into the newsroom are less tainted as well. Kelly found that student editors, while skepti-

cal of the credibility consequences of using digital images, were pleased with the effect the adoption of the new technology had on their work routines. They found it made the work of the staff both better and faster, and freed up photographers' time to spend more time shooting and less time in the darkroom.

Williams (1996) recognizes that for these adoptions of new media to take place in professional newsrooms and the college student newsrooms, the adoption of the technology must begin at the college level. "These skills can make a big difference for graduates in the job market," Williams writes. "But a successful adaptation of curriculum depends on integrating the skills into regular journalism skills courses such as reporting and editing, and providing a support system of training and curriculum development for teachers." She believes that all journalism students, as well as educators, need to learn these skills, and not just so they will be competitive in the job market, but so they will remain viable. However, Williams realizes that integrating new media into a curriculum is not easy. "Building political support in the department for such a policy can be a challenge," she says. Williams also warns that "taking up class time learning the basics of e-mailing or navigating the Internet does not necessarily help students learn to be a better reporter."

Like Williams, Arant (1996) recognizes that journalism programs must develop curricula that include online resources in order to stay current with practices in the media professions. His study found that while the vast majority (96 percent) of journalism and mass communication programs in the country had access to online resources, far fewer were using them in their curricula. He found that 88 percent of the colleges reported a professor using online media in the classroom, such as e-mail for sending students assignments or conversing with students, or a Web page to post changes to the syllabus; but the percentages dropped as the questions about media use became more specific. For example, only 53 percent of the programs responding to Arant's survey reported offering a computer-assisted reporting class, and only 35 percent reported offering a course dedicated to teaching online services and information retrieval. He notes that while faculty may be making use of the technology themselves, they have a long way to go before diffusion of new media takes place within their college curricula.

Perhaps Fitzgerald (1996) sums all of this research up best:

> *"It's pretty well agreed that no matter what the medium, the essentials of journalism remain the same. That isn't going to change in an interactive environment. But what may very well change – indeed almost certainly will change – is the form of journalism as it moves from the printed newspaper page to an HTML universe of pixels and bytes."*

His argument regarding the professional print media applies to the classrooms and college student newsrooms as well. College journalism educators will continue to teach the essentials of journalism that have been taught for decades; however, the manner in which they teach those essentials is certain to change if and when they bring new media curricula into the classroom and the student newsroom.

Previous studies have found that college journalism educators are typically behind in adopting new media technologies when compared to their professional counterparts. While Kelly's study found that student newspapers were behind professional papers in the rate of adoption of digital imaging technology, the raw numbers indicate that student newspapers may actually be ahead of their professional counterparts in their adoption of the Web in the newsroom. In 1996, there were 450 commercial U.S. papers with Web sites (Singer, 1996). However, in 1996, 950 college student newspapers had Web sites (CMA Annual Report, 1996). However, before any studies can be done, it is necessary to gain an understanding of what new media technologies are currently in use in college student newsrooms. Three questions were addressed in this study:

(1) What percentage of college student newsrooms (either print or broadcast) have a Web site?
(2) In those student newsrooms with Web sites, how are they using new media technologies?
(3) What type of academic support, whether formal or informal, do students have in terms of learning new media technologies?

Methodology

In the Spring of 2002, a survey measuring college student newspapers' use of new media technologies was distributed to college student journalists attending two separate college media conventions, one in New York and another in California. Additionally, 500 surveys were mailed to randomly selected editors from the membership directory of College Media Advisers. Of the 700 surveys distributed, 368 valid responses were received back either at the conventions or by mail afterwards. To prevent duplication of responses from students attending the same college or university, students were required to list the name of their college, the publication for which they worked (newspaper, television or radio station) and their title, but not their names, on the surveys. Only those surveys with valid college names and titles were used. In instances of duplication, the survey of the student with the senior-most title (i.e. editor-in-chief was selected before photographer in one duplication instance) was selected for inclusion in the analysis. More than one survey was accepted from the same college when the medium was different, for example, a newspaper and radio station from the same school. The two-page questionnaire asked students if their college student newspaper, radio station or TV station had a Web site. Additionally, it asked college students questions about their use of new media technologies in

the newsroom, and about convergence among the different media when more than one outlet existed. Finally, the questionnaire asked about training (whether through a formal class or informally in the newsroom) on how to use new media technologies as a journalism tool.

Findings

The survey yielded 368 valid responses, with 321 newspapers, 46 radio stations and 1 television station responding, representing 359 different institutions. Of the 368 responses, question one yielded the most surprising results, as it seems to contradict the raw numbers mentioned earlier. Of those responding to the question: "Does your publication have a Web site?" 248, or 67 percent, responded yes, while 102, or 28 percent, said no. Eighteen respondents did not answer the question. While this indicated that more than two-thirds of college media outlets have Web sites, it is far fewer than the raw numbers would indicate. Of the 248 respondents who said yes, 244 were newspapers, and the remaining four were radio stations. The remaining radio stations nor the television station indicated having a Web site. While the number of broadcast respondents was low, and therefore cannot be statistically significant, it would seem that broadcast media on college campuses have been slower to incorporate Web sites into their productions than have newspapers.

The remaining questions were meant to assess the training and implementation of the Web and other new media into the college student newsroom. It would appear that training by faculty and advisers on incorporating new media technology into the newsroom has had little impact. In response to the question, "Does your student newspaper have formal training (taught by an adviser/faculty member/new media professional) on how to use new media/the Internet in the newsroom?" 36 respondents, or 22 percent of those responding to the question, said yes, and 126, or 78 percent, said no. When asked the same question, but changing "formal" to "informal," the percentages were reversed, with 58 respondents, or 62 percent, saying yes and 36 respondents, or 38 percent, responding no. Combined, that results in just 94 respondents, or 37 percent, saying they have any training on using new media technologies in the newsroom, and 162, or 63 percent, saying no. The other respondents did not answer either question.

In response to the convergence questions, it appears there may be a relationship between how students use convergence technologies in the newsroom and whether or not they receive training, specifically formal training. Of the 248 publications with a Web site, 211, or 85 percent, said the Web site is a replica of the print or broadcast version (two of the four radio stations streamed their over-the-air broadcasts online), with little or no new information other than what is found in print or over their airwaves available. Twelve publications, or 5 percent, said they used their Web sites for the distribution of information not available in their print or broadcast versions (one of the four radio stations that had a Web site broadcast exclusively online, it had no over-the-air counterpart), including breaking news and advance posting of stories prior to print publication, such as the publication of a story on a Saturday basketball game before the print version is published the following Thursday. The remaining 25 publications, 24 newspapers and one radio station, did not put any print or broadcast content online. Instead, they simply announced how to find the traditional version, provided contact names and phone numbers or e-mail address for information, and other miscellaneous, non-news information, such as links to other sites on campus, or in one instance, links to the personal home pages of the editorial staff. The study also found that of the 12 publications that used their Web sites for distribution of information not available in print or broadcast, all 12 respondents said they received or had available formal training of the Internet and new media in the newsroom. Of the 25 publications that had a Web site but provided no original or existing print or broadcast content, none had either formal or informal training available.

In addition, the survey asked student editors about their media adviser's new media knowledge. Of the 195 valid responses to the question, only 15 said their adviser was as knowledgeable or more knowledgeable than themselves or another student in the use and training of new media technology in the newsroom. Twenty-one students said their editor-in-chief was the most knowledgeable person in the newsroom regarding new media technology, while 118 students said another student in the newsroom was the most knowledgeable. Six respondents said no one in their newsroom understood new media technology at all. Of the 12 publications identified earlier that provide more information online than is available in their traditional counterparts, 11 said their adviser was the most knowledgeable person about new media in the newsroom. While the *n* is not statistically significant, it does seem to indicate that the more knowledgeable a publications' adviser is about the Web, and the more formal training a publication's staff has, the more likely it is the student publication will be more innovative in its use of new media in dissemination of news.

Finally, the survey asked student journalists about their publication's use of other media; that is, whether the various newsrooms on campus share resources and experience some type of convergence. Of the 187 respondents who identified having more than one publication on campus, only two indicated a sharing of newsgathering and dissemination between publications. One hundred eighty said there was no sharing of information between publications, and five did not answer the question.

Discussion

The findings seems to indicate that colleges and universities are not as far along in their implementation of new

media technologies in the college student newsroom as was previously believed. While 67 percent of student newsrooms claim to have Web sites, that still means that 33 percent of students working in collegiate newsrooms are receiving no training in new media technologies in a practical working environment. As job descriptions continue to expand to include some kind of new media and convergent experience, it is necessary for educators to work toward reducing the number of student newsrooms without new media integration. Given that most colleges and universities have high-speed internet access available, it should not be that expensive an endeavor to incorporate a minimum of new media technologies, specifically online technologies, into college student newsrooms.

Perhaps equally disturbing is that even among those student newsrooms with Web sites, and therefore, new media technology, few are using it in an innovative or convergent fashion. The survey indicates that of those publications with Web sites, 85 percent are simply using their online component as "shovelware," that is, the reprinting of their traditional content, in a Web-based environment. Few are using the Web as a breaking-news medium, and even fewer are combining traditional news outlets on campus into a convergent newsroom. With the evidence showing that professional newsrooms are implementing convergence at a growing rate, it is becoming more and more imperative for college student newsrooms to start emulating their professional counterparts if these college student newsrooms are to keep producing student graduates who have practical experience in a newsroom environment similar to what they will find in the professional world.

For this to happen, curriculum changes will be necessary to meet the needs of students facing a convergent media environment. The question is whether or not that will take place through new courses in the curriculum or introducing convergence into the existing classes. With the need to teach three different reporting styles – online, broadcast and print – faculty and advisers may find the time available in current class formats to be too limited to provide adequate training in all areas, which may mean a complete change to the curriculum. Given the students' perception that their advisers are less knowledgeable than themselves in the newsroom, faculty and professional training and development will become an issue. Before these faculty and advisers can feel comfortable incorporating convergence into their educational models, they must understand exactly what convergence is and how the technologies work that enable convergence to take place. Those publications with the online technology available have been slow to develop new media and interactive formats, and without a push from advisers and faculty, students will likely continue to be slow to do so, as the survey indicates. Funding will continue to be an issue, as new developments also mean investments in new hardware and software to implement the latest developments. Even limited convergence will require many collegiate newsrooms to upgrade existing equipment, and given the financial struggles facing many institutions of higher learning, that may be out of reach of many publications.

The evidence shows that, regardless of the level of new media technology available in the student newsroom and classroom, editors still value traditional journalism skills above new media skills. What editors want most are good journalists who can become great reporters and who are skilled in the basics of the profession. However, as structural changes continue to take place at the professional level, college journalism programs must ensure that students are prepared to enter a profession that is evolving and that they have the technological savvy to help define the journalism profession. Additionally, it is not only vital for programs to understand and use new and diverse technologies, but also for them to maintain their focus on the main objective: learning to find and write quality stories. This can be encouraged by professional newspapers becoming involved with student newsrooms. Professional newsrooms must understand how to use new media technologies to reach younger readers, viewers and listeners. Professional news organizations have challenges as well. If news organizations want a solid future, they should help build it through partnerships that help nurture the next generation of journalists. The solution to the problem of how to produce journalism graduates who are adept at integrating new media technologies in their reporting and producing the news for consumers is far more complex than simply purchasing a bunch of equipment and installing it in the newsroom. The evidence indicates that for students to understand how to integrate and truly use the technology, they need formal training and advisers who are knowledgeable in the implementation and integration of that technology. In this instance, the training may need to begin at the top, instead of at the bottom.

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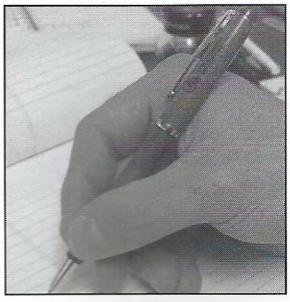

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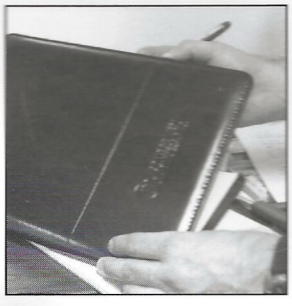

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college media REVIEW

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